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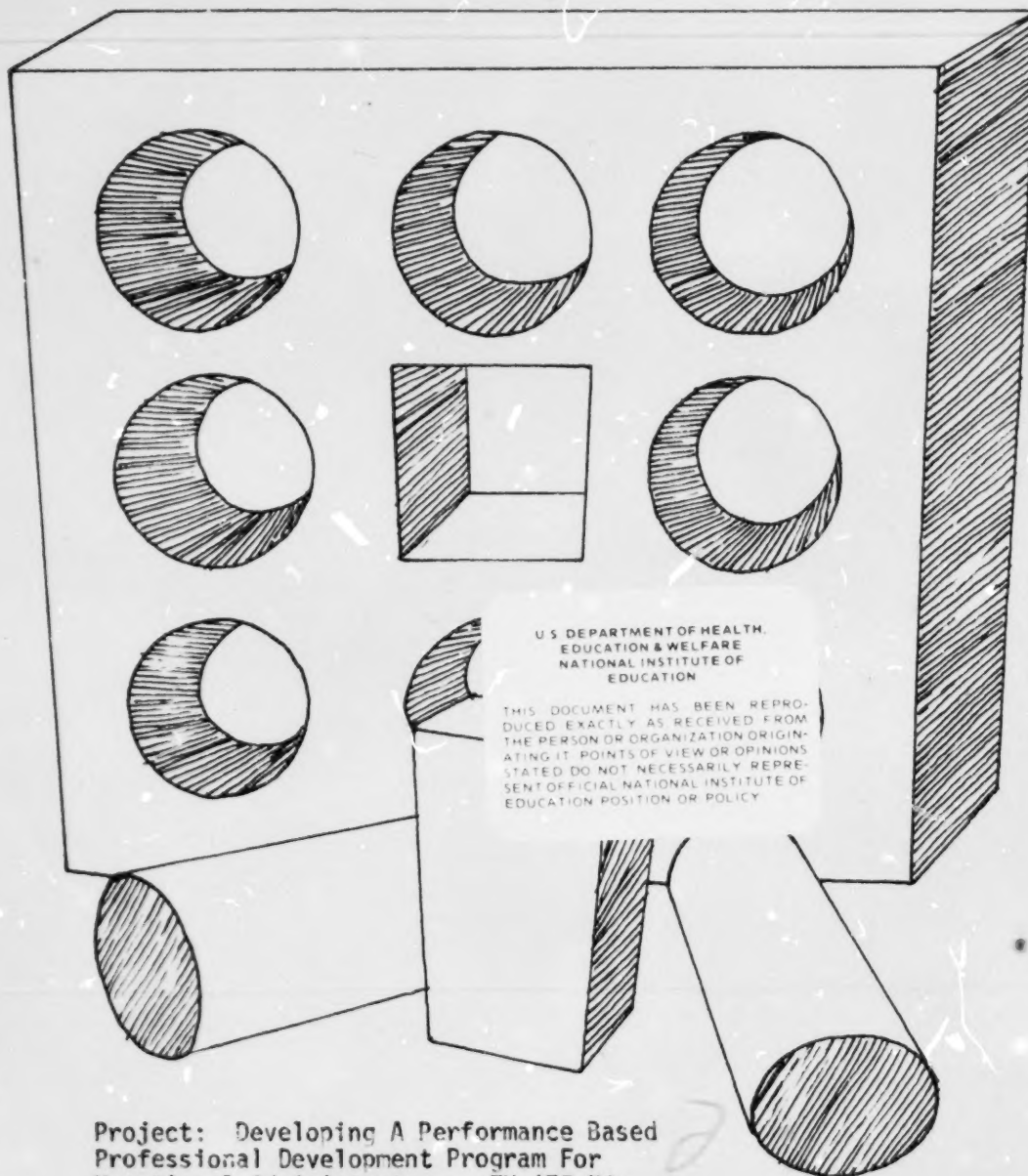
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ABSTRACT

This document is one of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. The module focuses on developing competency in establishing and maintaining linkages between vocational and general education through the following activities: explaining the sociological concept of linkage and how the ideas can be used to clarify relationships in educational programs, explaining the necessity of linkages between general and vocational education, and identifying the procedures to be followed in establishing and maintaining linkages through vocational education and general education. Activities are primarily based on having the learner read a list of suggested materials related to the subject area. Module content is organized as follows: introductory section, terminal objective, summary of content, procedures, suggested resources, learning activities, pretest, posttest, and a simulation exercise. (SH)

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Vocational Administrators - FY '75-76
Marshall University
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Instructor's Guide for the Use of Individualized Modules

In each of the Individualized Modules you will find all or some of the following components:

1. Introduction
2. Terminal Objective
3. Content
4. Procedures
5. Student Competency Sheet
6. Resources
7. Pre-Test and/or Post-Test
8. Learning Activities
9. Simulation
10. Answer Manual

For the most part the material is self-explanatory and if so noted, certain pages are consumable.

In some of the modules, activities other than reading and responding through written communication are required. In these instances where seminars, site visitations, workshops, etc., are required, with the instructor directing the activity, the instructor is directed to utilize the Individualized Module and to inject his/her own methods for making the activity a success.

All materials to be evaluated are to be turned into the instructor. When a student has not achieved the competency required in the specific activity, the instructor is requested to develop a plan to correct the deficiency.

ESTABLISH AND MAINTAIN LINKAGES BETWEEN VOCATIONAL AND GENERAL EDUCATION

INTRODUCTION

Should vocational education be different from general education? Should vocational education be separate? Is it enough to have general education in one school and vocational in another? These are practical as well as philosophical questions that have been around a long time. Some "answers" arrived at in earlier times may not be appropriate now and in the future. However, it seems clear that some linkages are necessary for the best education for people today.

Contemporary concepts of education, particularly vocational education, seem to revolve around the basic idea that education should be concerned with equipping all persons for a productive, happy life. If this is accepted as a realistic goal, then we must re-examine our programs and design them to help people become productive, happy citizens. Research into placement records of many vocational programs indicate that the completion of many vocational programs does not mean a job--much less a productive, happy person. The record of general education in terms of contributing to the making of a productive, happy person is also discouraging. So, we have considerable question of whether vocational or general education is relevant to the real-life problems of today.

There needs to be a plan for establishing needed linkages between vocational education and general education to the benefit of individuals and society. One place to start is to place responsibility clearly on the public schools for helping students become productive, happy citizens. If this is done, then the necessary programs will require linkages of general and vocational programs, such as the comprehensive high school supplemented by the area vocational school or center.

TERMINAL OBJECTIVE(S)

When you complete this module you will be capable of the following:

1. Explaining thru example the theory of linkage as a sociological concept that is useful in relating educational programs.
2. Demonstrating an understanding of the linkages that could be established between general and vocational education.
3. Explain how procedures are to be followed in establishing and maintaining these linkages.

CONTENT

In this module you will find:

1. Student Competency Sheet
2. Tasks and Learning Activities
3. Special Project (Simulation)
4. Test and Exercises
5. References.

PROCEDURES

After reading the Introduction, Terminal Objective and Content:

1. Decide whether you already have the competency identified in the Terminal objective and proceed directly to the self-test.

or

2. Proceed to the Self-Test and assess your present skills to determine which problem pertains to the part in which you are deficient.

or

3. Go straight thru the packet.

STUDENT COMPETENCY SHEET

Program: Vocational Administrators Curriculum

Unit: Establishing and Maintaining Linkages Between Vocational and General Education

Competency Statement: Demonstrate competency in establishing and maintaining linkages between vocational and general education by: (1) explaining the sociological concept of linkage and how the ideas can be used to clarify relationships in educational programs, (2) explaining the necessity of linkages between general and vocational education, and (3) identifying the procedures to be followed in establishing and maintaining linkages through vocational and general education.

Learning Activities: Within this module are several different varieties of learning activities aimed at leading you to attain and demonstrate the competencies named above. These activities require securing a list of appropriate references, reading selected parts, writing several short papers, designing a survey form, interviewing four recent graduates of high school and finally to develop a model for relating vocational education to general education so that the end product will be a happy, productive citizen.

Criterion Evaluation: There are specific tasks associated with the learning activities in this module. Each of these specific tasks is an enabling objective which states exactly what behavior the learner is expected to exhibit, under what conditions he/she is expected to do it, and how well it is to be done. Thus, each task statement in this module states the exact standards by which the learner's performance is going to be judged. This is the criterion evaluation.

RESOURCES

PERSONS

Instructor
Graduates of Vocational Programs
Principal of a High School
Vocational Teachers

BOOKS

AVA Yearbooks (1 - 5, 1971-75), American Vocational Association, Washington, D.C. 20005.

Bates, Fred. The Structure of Occupations, A Role Theory. Unpublished paper, University of Georgia, Athens, 1967.

Draper, Dale. Educating For Work, National Association of Secondary School Principals, Washington, D.C. 20036. 1967

Feldman, Marvin. Making Education Relevant. Paper published by Ford Foundation, New York 10017. 1966.

Leighbody, Gerald. Vocational Education in America's Schools, Major Issues of the 1970's. American Technical Society, Chicago, 60637. 1972.

Schaefer, Carl and Jacob Kaufman. Vocational Education: Social and Behavioral Perspectives. D. C. Heath & Co., Lexington, Mass. 1971

Taylor, Lee. Occupational Sociology. Oxford University Press, New York. 1968.

Terkel, Studs. Working. Pantheon Books, Random House, New York. 1972.

Thayer, V. T. and Martin Levit. The Role of the School in American Society. Dodd-Mead & Co., New York. 1966.

Wirtz, Willard. The Boundless Resource. A Prospectus for an Education/Work Policy. New Republic Book Co., Washington, D. C. 20036. 1975.

SIMULATION

Simulation material for this module included in this packet.

LEARNING ACTIVITY I

Task I

Obtain copies or determine location of the following materials. These publications will be used as references for all subsequent tasks in this module.

AVA Yearbooks (1 - 5, 1971-75) Washington: American Vocational Association.

Bates, Fred. The Structure of Occupations, A Role Theory. Unpublished paper. University of Georgia, Athens. 1967.

Draper, Dale. Educating For Work. Washington: National Association of Secondary School Principals. 1967.

Feldman, Marvin. Making Education Relevant. New York: Ford Foundation. 1965.

Leighbody, Gerald. Vocational Education in America's Schools, Major Issues of the 1970's. Chicago: American Technical Society. 1972.

Schaefer, Carl and Jacob Kaufman. Vocational Education: Social and Behavioral Perspectives. Lexington, Mass.: D. C. Heath & Co. 1971.

Taylor, Lee. Occupational Sociology. New York: University Press. 1968.

Terkel, Studs. Working. New York: Pantheon Books, Random House. 1972.

Thayer, V. T. and Martin LeVitt. The Role of The School in American Society. New York: Dodd-Mead & Co. 1966.

Wirtz, Willard. The Boundless Resource. A Prospectus for an Education/Work Policy. Washington, D.C.: New Republic Book Co. 1975.

I-A

For each task in this module list the resources used from the above selections.

Proceed to Task II.

LEARNING ACTIVITY II

Task II

AFTER READING THE SOCIAL SYSTEM, BY TALCOTT PARSONS, THE LEARNER WILL WRITE A SHORT PAPER ON "THE SCHOOL AS A SOCIAL SYSTEM." THE LEARNER WILL ALSO INTERVIEW A PRINCIPAL AND TWO VOCATIONAL TEACHERS.

II-A

Read "The Social System," by Talcott Parsons.

II-B

Interview a principal and two vocational teachers to learn how they compare vocational education to general education.

II-C

Write a short (two typed page) paper identifying vocational education as a subsystem. The paper is to be turned into the instructor for evaluation.

If you successfully completed the Task in Learning Activity II, you should proceed to Learning Activity III. If you need to acquire more knowledge or skill in order to perform as expected in Task II, reread the material in II-A and try II-B or II-C again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY III

Task III

READ OCCUPATIONAL SOCIOLOGY BY LEE TAYLOR AND WORKING BY STUDS TERKEL. NOTE SELECTED SECTIONS OF THE AVA YEARBOOKS ONE AND FIVE. HAVING COMPLETED THESE ACTIVITIES, THE LEARNER WILL SUMMARIZE THE KEY IDEAS IN BOTH BOOKS IN TWO SHORT PAPERS.

III-A

Read Occupational Sociology by Lee Taylor and Working by Studs Terkel. (Note that the role of work in our society determines much more than the economic status of the person or family).

III-B

In the first AVA Yearbook note the articles dealing with the philosophical aspects of vocational education. In the fifth AVA yearbook note any ideas you can find on relating vocational to the work force.

III-C

Write a short paper "The Sociology of Occupations," based upon Taylor's key ideas in his book Occupational Sociology. This is to be turned into the instructor for evaluation.

III-D

Summarize in a short paper the key issues in Terkel's book Working. (Only top priority ideas can be used in gleaning two pages from Terkel's Big Book!) The paper is to be turned into the instructor for evaluation.

If you successfully completed the Task in Learning Activity III, you should proceed to Learning Activity IV. If you need to acquire more knowledge or skill in order to perform as expected in Task III, reread the material in III-A and try III-B, III-C, or III-D again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY IV

Task IV

THE LEARNER WILL READ SELECTED PORTIONS OF THAYER AND LEVIT'S BOOK THE ROLE OF THE SCHOOL IN AMERICAN SOCIETY. THE LEARNER WILL THEN WRITE A PAPER SUMMARIZING THE KEY IDEAS IN THE READINGS. HAVING COMPLETED THIS ACTIVITY THE LEARNER WILL THEN READ PORTIONS OF THE FOURTH AND SECOND AVA YEARBOOKS, AND WILL WRITE A BRIEF SUMMARY OF THE INDIVIDUAL IN VOCATIONAL EDUCATION ENTERING WORK.

IV-A

Read Chapter 14, "Youth and the World of Work," (specifically "General Education as the Foundation for Vocational Education" and "Vocational Education in a New Role.")

IV-B

Having read the selections in IV-A, the learner will, in a four page paper, clarify the role of the school in our society. Relate the Key Ideas from the readings to your paper. This is to be turned into the instructor for evaluation.

IV-C

Read the fourth AVA Yearbook, especially the Prologue and "Organization of Vocational Education in the Educational System." Select and read sections of the second AVA Yearbook that pertains to The Individual in vocational education entering work.

IV-D

Having read the selections in IV-C, the learner will write a brief summary of The Individual in Vocational Education. This is to be turned into the instructor for evaluation.

If you successfully completed the Task in Learning Activity IV, proceed to Learning Activity V. If you need to acquire more knowledge or skill in order to perform as expected in Task IV, reread the material in IV-A or IV-C and try IV-B or IV-D again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY V

Task V

THE LEARNER WILL READ FELDMAN'S REPORT, "MAKING EDUCATION RELEVANT," AND WILL OBTAIN FOUR FOLLOW-UP REPORTS OF GRADUATES FROM VOCATIONAL AND ACADEMIC HIGH SCHOOLS (TWO FROM EACH). HAVING COMPLETED THIS, THE LEARNER WILL INTERVIEW GRADUATES OF HIGH SCHOOL TO INTERPRET THE RELEVANCY OF THEIR PAST EDUCATION TO THEIR PRESENT SITUATION. A SUMMARY WILL BE WRITTEN.

V-A

Read Feldman's report, "Making Education Relevant." Obtain and read four follow-up reports of graduates from vocational and academic high schools (two from each).

V-B

Design a survey form that would determine the relevancy of the education obtained by four recent high school graduates. Discuss the form contents with your instructor. (See V-C first)

V-C

Interview four recent (one-three year) graduates of high school. Two (1 male, 1 female) who are in college or technical institutes. Two (1 male, 1 female) who are holding full-time jobs. The purpose of the interviews is to learn how these people feel about the relevancy of their high school program to their present job or college program. During the interview you will use the survey form you developed in V-B.

V-D

Look closely at the question of relevancy in the school programs including some vocational education programs. Critics suggest that schools are not relevant. This suggests that expectations held by society are not being met. Underlying this is the assumption that learning in school should be relevant to the practical (useful) needs of a person in our society. Using the information gathered in the previous Activities, write a report of your findings, conclusions, and recommendations. This is to be turned into the instructor for evaluation.

If you successfully completed the Task in Learning Activity V, proceed to Learning

(con'd from page 9)

Activity VI. If you need to acquire more knowledge or skill in order to perform as expected in Task V, reread the entire Activity and try V-A through V-D again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY VI

Task VI

THE LEARNER WILL READ WIRTY'S BOOK THE BOUNDLESS RESOURCE, DRAPER'S REPORT EDUCATING FOR WORK AND LEIGHBODY'S, "ISSUES IN THE 70'S, A REACTION TO EACH OF THE PUBLICATIONS WILL ALSO BE WRITTEN. HAVING COMPLETED THIS, THE LEARNER WILL DEVELOP A MODEL FOR RELATING VOCATIONAL EDUCATION TO GENERAL EDUCATION.

VI-A

Read Wirty's The Boundless Resource. Study closely the preface, foreword, and introduction to clarify the education-work relationships. Also note some new ways of looking at work and education as "Coordinate Functions" in Chapter 7 which carries that title.

VI-B

Study "The Committee's Conclusions" in Draper's report, Educating for Work. Write briefly your reaction of each of these ten statements and your prediction of the extent to which the public schools will follow these recommendations in a short two-page paper. This is to be turned into the instructor for evaluation.

VI-C

Develop a Model for relating vocational education to general education so that the end product will be a happy, productive citizen. Reading Leighbody's "Issues in the 70's," will help focus your thinking on Key ideas to include in your model. This will be turned into your instructor for evaluation.

If you successfully completed the Task in Learning Activity VI, proceed to the Self-Test and then to the Simulation. If you need to acquire more knowledge or skill in order to perform as expected in Task VI reread VI-A and study VI-B and try VI-C again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

SELF-TEST
FOR PRE-TEST AND POST-TEST

In the space provided, answer the questions or react to the statements. Check your responses with your Instructor in the Pre-Test as well as the Post-Test.

1. Some educational leaders are saying that each graduate of high school should have developed competencies needed to secure and hold a job. A marketable skill(s)! Is this possible? Desirable?

2. If the objective of a marketable skill(s) for each high school graduate became a major objective, what would be the role of vocational education?

3. Do all educational programs need to be relevant to be valuable?

4. In some schools, the vocational programs are seen as a "dumping ground" for those who cannot make it in the college prep programs. Explain.

5. If you became local director of vocational education in a situation as described above (4), how would you go about changing this image? (Use the back of this paper to finish your answer. About $\frac{1}{2}$ page should be sufficient.)

S I M U L A T I O N
ESTABLISHING AND MAINTAINING LINKAGES
BETWEEN VOCATIONAL EDUCATION AND
GENERAL EDUCATION

INTRODUCTION--POINTS TO KEEP IN MIND

You are the new director of the new area (county) vocational center. Surveys have been made to ascertain high priority need for vocational programs to train for employment. Facilities and equipment are being completed for offering the vocational programs the coming school year. There are four high schools in your county.

Your major job for the next several weeks is to work with principals and guidance counselors in deciding "who will enroll for what" at the new vocational center.

Having read the Introduction you should proceed with Problem I

PROBLEM I

Circumstance

You have no specific evidence of how the principals and guidance counselors in the four high schools feel about vocational education and how the new vocational center will fit into their school program. Your first activity is to find out their expectations of the vocational center in terms of their students.

Action to be Completed

Learn from the county superintendent what the principals and guidance counselors were told as to who might or should enroll, when the vocational center was being planned. Your assignment is to make notes of items to discuss with the superintendent in a 30-minute conference on the topic of expectations at each of the four high schools by the principal, guidance counselor, and students. CHECK THESE NOTES WITH YOUR INSTRUCTOR.

Materials Needed

No special materials needed.

-----PROCEED TO PROBLEM II-----

PROBLEM II

Circumstance

You learn from your superintendent that the principal, guidance counselors, and students were told that the programs at the vocational center would be open to 11th and 12th grade students on a strictly elective basis. Furthermore, that this would require about half of the school day, either morning or afternoon. Students from two schools in the morning with the other two in the afternoon to conserve busing and more even enrollment. You want to learn what plans are being made at each school for enrollment in courses at the vocational center.

Action to be Completed

Prepare an agenda for a meeting (about 2 hours) of the principals and guidance counselors from the four high schools to discuss the enrollment procedures to be followed for students taking courses at the vocational center. Show this agenda to your Instructor.

Materials Needed

No special materials needed.

-----PROCEED TO PROBLEM III-----

PROBLEM III

Circumstance

You have worked out enrollment procedures with the principals and guidance counselors. Part of the plan is for you to talk to all of the 11th and 12th graders about the programs at the vocational center.

Action to be Completed

Plan the agenda for your discussion with the students. Indicate how you will use the 50 minutes that you will have. Include some provision for helping them see clearly the linkage between vocational education and general education in their high school program. Show and discuss your plans with your instructor.

Materials Needed

Materials for visual aids to be used.

-----PROCEED TO PROBLEM IV-----

PROBLEM IV

Circumstance

The program at the vocational center is all set for the first year. News articles and other forms of information have been distributed. You feel the need for pulling all this together into one publication for convenience and good public relations.

Action to be Completed

Plan content and design a brochure explaining the program at the vocational center. Use sketches, pictures, and other illustrations to show how the brochure would look when printed. Be sure to include a CALENDAR OF EVENTS. Show names and pictures of people who would be included. Show your draft of the brochure to your Instructor.

Materials Needed

Paper and paste-ups for the brochure.

-----END OF SIMULATION-----